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ABSTRACT

This book, the seventh volume in the Studies in Writing International Series on the Research of Learning and Instruction of Writing, is an account of the current state of using writing as a tool for learning. The book presents psychological and educational foundations of the writing across the curriculum movement and describes writing-to-learn practices implemented at different levels of education, ranging from elementary school to higher education. It also puts the question into the broader context of schooling and the society, including writing and modern technology. The book contains the following essays: "Prologue" (David R. Olson); "Writing as a Learning Tool: An Introduction" (Paivi Tynjala, Lucia Mason, and Kirsti Lonka); "Writing To Learn: One Theory, Two Rationales" (Nancy Nelson); "Writing, Learning and the Development of Expertise in Higher Education" (Paivi Tynjala); "On the Ecology of Classroom Instruction: The Case of Writing in High School English and Social Studies" (Martin Nystrand, Adam Gamoran, and William Carbonaro); "Writing To Learn, Writing To Transfer" (Pietro Boscolo and Lucia Mason); "Sequential Writing Tasks' Influence on Science Writing" (Brian M. Hand, Vaughan Prain, and Larry Yore); "Note Taking and Essay Writing" (Virpi Slotte and Kirsti Lonka); "Portfolio: Integrating Writing, Learning and Assessment" (Pirjo Linnakyla); and "New Technology, Writing and Learning" (James Hartley and Paivi Tynjala). (Contains over 500 references, a name index, a subject index, and a list of contributors.) (NKA)

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